



Dear Parents/Guardians,

5th Grade Social Studies is excited to inform you that in lieu of a summative test for our current unit, students will be completing a **summative project** (summative grades are 60%). During this project, students will be demonstrating knowledge about the geography and peoples of ancient Mesoamerica while honing the ever important skill of website building.

Students will be completing the majority of the website building in class in order to ensure that students have as much access to the computers as possible. However, they will need to do some preparation work at home. Students will be provided with template worksheets that they will need to complete at home in order to create their websites and use class time as effectively as possible.

To ensure student success, a rubric will be provided to students from the beginning of the project. Additionally, students will have checkpoints throughout the entirety of the project where students will be turning in parts of their project and graded accordingly. **The sum of the checkpoints will be the final grade for the project.**

In order to avoid any stress over access to the internet, I would like to remind parents and students of availability of internet access outside of class time. Students are encouraged to advocate for themselves if they need extra time on the computer at school. Options are as follows:

- **The Public Library**

150 N. Ottawa St.
Joliet, IL 60432
(815) 740-2660

3395 Black Road
Joliet, IL 60431
(815) 740-2660

650 Deerwood Dr.
Shorewood, IL 60404
(815) 725-1715

Hours

Monday-Thursday 9am-9pm
Friday & Saturday 9am-5pm
Sunday 1pm-5pm

Hours

Monday-Thursday 9am-9pm
Friday & Saturday 9am-5pm
Sunday 1pm-5pm

Hours

Monday-Thursday 9am-9pm
Friday & Saturday 9am-5pm
Sunday 1pm-5pm

- **ASAP** - An after school program where students have the opportunity work for an hour and a half at school. Students will ride the activity bus home, or need to be picked up by a parent/guardian. Teachers will confirm these things with parents before signing students up.

****If students fail to turn in more than one of their checkpoints on time, these resources will be used to help them to keep up. If students come to class **twice** with incomplete/late work, they will be given an alternate paper version of the project in place of creating their own website.****

I am very excited to help your child learn through this project, and cannot wait to get started. Please watch for checkpoints in student planners, and on my website. The assignment and grading rubric will be available on my website. Please review both sides of this letter with your child and return it signed.

Sincerely,
Mr. Kath (5-Blue)

Student Nombre: _____

Parent Signature:  _____



CHAPTER 6: MESOAMERICAN CIVILIZATIONS SUMMATIVE PROJECT



PAGE	5	4	3	2	1	0
Home Checkpoint Due Date: [A] _____ [B] _____	<input type="checkbox"/> Page contains an accurate, well-written, DETAILED summary of Mesoamerica: <input type="checkbox"/> Introduction/Topic Sentence (<i>Hook</i>) <input type="checkbox"/> Lesson 1: Sentence about the Geography <input type="checkbox"/> Lesson 2: Sentence about the Olmec/Maya <input type="checkbox"/> Lesson 3: Sentence about the Aztecs <input type="checkbox"/> Includes a picture with a caption that represents Geography. <input type="checkbox"/> Includes a picture with a caption that represents Olmec/Maya. <input type="checkbox"/> Includes a picture with a caption that represents Aztecs.	Page contains an accurate summary of Mesoamerica with at least 4 sentences. Most of the summary is supported with strong details. Page contains 3 labeled/captioned pictures that pertain to the content of each lesson.	Page contains an accurate summary of Mesoamerica with at least 3 sentences. Some of the summary is supported with details. Page contains at least 2 labeled/captioned pictures that pertain to the content of those two lessons.	Page contains a summary of Mesoamerica with at least 2 sentences. Page contains at least 1 labeled/captioned picture that pertains to one of the lessons	Page contains at least one sentence about Mesoamerica with few details; contains several spelling/grammatical errors OR Page contains 1 picture that pertains to one of the lessons.	Page not completed.
Geography Checkpoint Due Date: [A] _____ [B] _____	<input type="checkbox"/> Page contains a map of Mesoamerica with a caption (<i>map will be provided by your teacher</i>). <input type="checkbox"/> Contains an accurate/detailed sentence about the location of Mesoamerica using the Gazetteer section of the textbook. <input type="checkbox"/> LISTS/Correctly names AND describes 4 physical features of Mesoamerica using the Gazetteer section of the textbook.	Page contains provided map, an accurate description of Mesoamerica, and describes 3 physical features of Mesoamerica.	Page contains provided map and 3 descriptions (about Mesoamerica or its physical features)	Page contains provided map and 2 descriptions (about Mesoamerica or its physical features)	Page contains provided map OR Contains an accurate description of Mesoamerica. OR Correctly identifies and describes 1 physical feature of Mesoamerica.	Page not completed.
Timeline Checkpoint Due Date: [A] _____ [B] _____	<input type="checkbox"/> Page accurately identifies 12 significant dates AND events between 1200 B.C. to A.D. 1521 (8 given and 4 other world events of your choice that are NOT from Chapter 6). <input type="checkbox"/> LISTS ALL 12 events in sequential order from first to last (1200 B.C. to A.D. 1521).	Page accurately identifies 9-11 significant dates AND events from 1200 B.C. to A.D. 1521 in sequential order from first to last.	Page accurately identifies 6-8 significant dates AND events from 1200 B.C. to A.D. 1521 in sequential order from first to last.	Page accurately identifies 3-5 significant dates AND events from 1200 B.C. to A.D. 1521 in sequential order from first to last.	Page accurately identifies 1-2 significant dates AND events from 1200 B.C. to A.D. 1521.	Page not completed.
Vocabulary Checkpoint Due Date: [A] _____ [B] _____	<input type="checkbox"/> Page correctly defines 15 vocabulary words (14 given and 1 word of your choice that is from Chapter 6 and is NOT a vocabulary word, person, or place ► NOT a highlighted yellow word from the textbook). <input type="checkbox"/> LISTS ALL 15 words in alphabetical ABC order just like they are found in your glossary or a dictionary (a, b, c, d, e, f...). <input type="checkbox"/> Number the vocabulary words (#1 – 15).	Page correctly defines 12-14 vocabulary words, and words are alphabetized. OR Defines 15 vocabulary words that are not alphabetized. OR Did not number the vocabulary words (#1-15)	Page correctly defines 9-11 vocabulary words, and words are alphabetized. OR Defines 12-14 vocabulary words that are not alphabetized.	Page correctly defines 6-8 vocabulary words, and words are alphabetized. OR Defines 9-11 vocabulary words that are not alphabetized.	Page correctly defines 1-5 vocabulary words, and words are alphabetized. OR Defines 6-8 vocabulary words that are not alphabetized.	Page not completed.

PAGE	5	4	3	2	1	0
Culture Topic: _____ Checkpoint Due Date: [A] _____ [B] _____	<input type="checkbox"/> EXPLAINS why you chose the topic <input type="checkbox"/> Page contains an accurate, well-written, DETAILED summary of a Mesoamerican topic of your choice using multiple sentences (K+L) <input type="checkbox"/> EXPLAINS why the topic is important to the culture of Mesoamerica; its significance. <input type="checkbox"/> Includes a picture with a caption that represents your chosen topic.	Explains why you chose the topic Page contains a summary of the chosen topic. Summary is supported with some details. Explains the significance of topic to Mesoamerica Page contains 1 picture that represents your chosen topic.	Page contains 3 of the 4 requirements listed in the 5 point column for the culture page	Page contains 2 of the 4 requirements listed in the 5 point column for the culture page	Page contains 1 of the 4 requirements listed in the 5 point column for the culture page	Page not completed.
Resources / Links *add these to the bottom of your Culture page Checkpoint Due Date: [A] _____ [B] _____	<input type="checkbox"/> Accurately identify textbook resource (see your packet for this example). <input type="checkbox"/> Accurately identifies 2 additional book resources (title of book with author's name) and/or websites (the full URL website address AND the title of website) that pertain to content of the chapter & the topic chosen. <input type="checkbox"/> Must include a brief description for EACH of the 3 resources.	Accurately identifies 2 book resources and/or website resources that pertain to the content. Includes a brief description for BOTH resources.	Identifies 3 resources and/or websites but does not include descriptions. OR Accurately identifies 1 book resource or website resource that pertains to the content with a brief description for the resource.	Identifies 2 book resources and/or website resources but does not include descriptions.	Identifies 1 book resource and/or website that pertains to the content but does not include a description.	Resources not completed.
Website Design Checkpoint Due Date: [A] _____ [B] _____	<input type="checkbox"/> Website layout is well organized and the content is presented in a clear manner that makes it easy to locate all important elements. Very few to no spelling/grammatical errors. <input type="checkbox"/> The Theme (Background, text format, and color usage) is thoughtfully chosen to enhance reader interest. <input type="checkbox"/> Correctly identifies/labels ALL pictures (uses captions with specific details)	Website layout is organized and the content is presented in a clear manner. Use of graphics and colors is mostly appropriate for the reader.	Website layout is somewhat organized and the content is presented in a clear manner. Use of graphics and colors is somewhat appropriate for the reader.	Website layout is somewhat disorganized and the content is presented in an unclear manner. Use of graphics and colors is somewhat appropriate for the reader.	Website layout is disorganized and the content is presented in an unclear manner. Use of graphics and colors is cluttered and confusing for the reader.	Page not completed.

Overall Grade: _____ /35 = _____ %

★ Not sure what it should look like on your website? Check out an example by visiting this link: 5blue-example.weebly.com

*Dates are subject to change. Please check for updates in your child's planner AND our 5-Blue calendar @ rkath.weebly.com

Name/Nombre _____ Period/Período _____

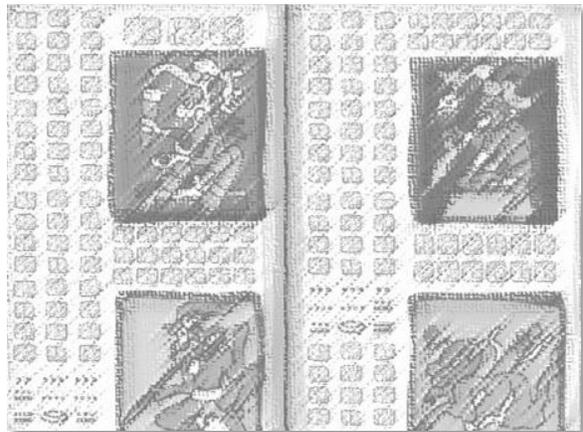
Mesoamerican Civilizations



Lesson 1 (p. 162 – 165)



Lesson 2 (p. 168 – 173)



Lesson 3 (p. 174 – 181)



Mesoamerican Civilizations

Key Concepts

Use with pages 160–181.

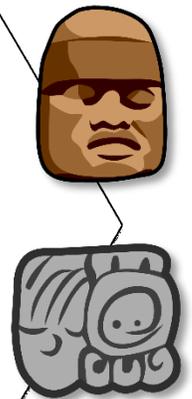
LESSON 1: Geography of Mesoamerica

- Mesoamerica is a land of rugged mountains, plateaus, volcanoes, and highlands.
- Coastal lands along the Gulf of Mexico and Pacific Ocean vary from tropical rain forests, grasslands, rivers, swamps, and pine forests to highlands and mountains.
- Mesoamericans had an advanced form of agriculture, growing crops such as beans, maize (corn), chili peppers, and squash.
- Many Mesoamerican cities contained temple-pyramids and large, public works of art such as stone monuments.
- Mesoamerican used their knowledge of astronomy to develop highly accurate calendars.



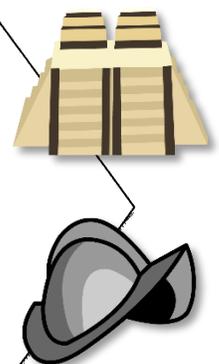
LESSON 2: The Olmec and the Maya

- The first great civilization of Mesoamerica was the Olmec, believed to have directly influenced all Mesoamerican civilizations that followed.
- Most famous for their giant sculptures made of basalt, the Olmec also developed a number system, a calendar, and a form of writing.
- The Mayan civilization was complex yet similar to the Olmec in many ways. It was a theocracy, the people grew crops, and they had a writing system.
- The Maya used their mathematical skills to develop several different calendars.
- The Mayans created a more complex system of writing which was composed of various signs and symbols.
- Mayan families: Men farmed, hunted, and fished. Women and older girls made clothing, supplied water and firewood, cared for small children, and did housekeeping chores. Young children learned about farming and chores but spent much of their time playing.



LESSON 3: The Aztecs

- The Mexica (Aztecs) settled on two swampy islands where they built the great city of Tenochtitlan.
- Religion influenced every aspect of life in the Aztec culture. Quetzalcóatl was the god of creation which influenced the wind, rain, and clouds.
- The Aztecs built a great empire in Mesoamerica that was influenced by the Olmec and Maya.
- The Aztecs became a large empire through warfare. The emperors used the gold they collected from newly conquered city-states.
- Moctezuma II, the last emperor of the Aztec Empire, was conquered by the Spaniards and their leader, Hernándo Cortés.





CHAPTER 6: MESOAMERICAN CIVILIZATIONS SUMMATIVE PROJECT



PAGE ▼	5	4	3	2	1	0
<p>Home</p> <p>Checkpoint Due Date: _____</p> <p>[A] _____</p> <p>[B] _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Page contains an accurate, well-written, DETAILED summary of Mesoamerica: <ul style="list-style-type: none"> <input type="checkbox"/> Introduction/Topic Sentence (<i>Hook</i>) <input type="checkbox"/> Lesson 1: Sentence about the Geography <input type="checkbox"/> Lesson 2: Sentence about the Olmec/Maya <input type="checkbox"/> Lesson 3: Sentence about the Aztecs <input type="checkbox"/> Includes a picture with a caption that represents Geography. <input type="checkbox"/> Includes a picture with a caption that represents Olmec/Maya. <input type="checkbox"/> Includes a picture with a caption that represents Aztecs. 	<p>Page contains an accurate summary of Mesoamerica with at least 4 sentences. Most of the summary is supported with strong details.</p> <p>Page contains 3 labeled/captioned pictures that pertain to the content of each lesson.</p>	<p>Page contains an accurate summary of Mesoamerica with at least 3 sentences. Some of the summary is supported with details.</p> <p>Page contains at least 2 labeled/captioned pictures that pertain to the content of those two lessons.</p>	<p>Page contains a summary of Mesoamerica with at least two sentences.</p> <p>Page contains at least 1 labeled/captioned picture that pertains to one of the lessons</p>	<p>Page contains at least one sentence about Mesoamerica with few details; contains several spelling/grammatical errors</p> <p><i>OR</i></p> <p>Page contains 1 picture that pertains to one of the lessons.</p>	<p>Page not completed.</p>
<p>Geography</p> <p>Checkpoint Due Date: _____</p> <p>[A] _____</p> <p>[B] _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Page contains a map of Mesoamerica with a caption (<i>map will be provided by your teacher</i>). <input type="checkbox"/> Contains an accurate/detailed sentence about the location of Mesoamerica using the Gazetteer section of the textbook. <input type="checkbox"/> LISTS/Correctly names AND describes 4 physical features of Mesoamerica using the Gazetteer section of the textbook. 	<p>Page contains provided map, an accurate description of Mesoamerica, and describes 3 physical features of Mesoamerica.</p>	<p>Page contains provided map and 3 descriptions (about Mesoamerica or its physical features)</p>	<p>Page contains provided map and 2 descriptions (about Mesoamerica or its physical features)</p>	<p>Page contains provided map</p> <p><i>OR</i></p> <p>Contains an accurate description of Mesoamerica.</p> <p><i>OR</i></p> <p>Correctly identifies and describes 1 physical feature of Mesoamerica.</p>	<p>Page not completed.</p>
<p>Timeline</p> <p>Checkpoint Due Date: _____</p> <p>[A] _____</p> <p>[B] _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Page accurately identifies 12 significant dates AND events between 1200 B.C. to A.D. 1521 (8 given and 4 other world events of your choice that are <i>NOT</i> from Chapter 6). <input type="checkbox"/> LISTS ALL 12 events in sequential order from first to last (1200 B.C. to A.D. 1521). 	<p>Page accurately identifies 9-11 significant dates AND events from 1200 B.C. to A.D. 1521 in sequential order from first to last.</p>	<p>Page accurately identifies 6-8 significant dates AND events from 1200 B.C. to A.D. 1521 in sequential order from first to last.</p>	<p>Page accurately identifies 3-5 significant dates AND events from 1200 B.C. to A.D. 1521 in sequential order from first to last.</p>	<p>Page accurately identifies 1-2 significant dates AND events from 1200 B.C. to A.D. 1521.</p>	<p>Page not completed.</p>
<p>Vocabulary</p> <p>Checkpoint Due Date: _____</p> <p>[A] _____</p> <p>[B] _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Page correctly defines 15 vocabulary words (14 given and 1 word of your choice that is from Chapter 6 and is <i>NOT</i> a vocabulary word, person, or place ► <i>NOT</i> a highlighted yellow word from the textbook). <input type="checkbox"/> LISTS ALL 15 words in alphabetical ABC order just like they are found in your glossary or a dictionary (a, b, c, d, e, f, ...). <input type="checkbox"/> Number the vocabulary words (#1 – 15). 	<p>Page correctly defines 12-14 vocabulary words, and words are alphabetized.</p> <p><i>OR</i></p> <p>Defines 15 vocabulary words that are not alphabetized.</p> <p><i>OR</i></p> <p>Did not number the vocabulary words (#1-15)</p>	<p>Page correctly defines 9-11 vocabulary words, and words are alphabetized.</p> <p><i>OR</i></p> <p>Defines 12-14 vocabulary words that are not alphabetized.</p>	<p>Page correctly defines 6-8 vocabulary words, and words are alphabetized.</p> <p><i>OR</i></p> <p>Defines 9-11 vocabulary words that are not alphabetized.</p>	<p>Page correctly defines 1-5 vocabulary words, and words are alphabetized.</p> <p><i>OR</i></p> <p>Defines 6-8 vocabulary words that are not alphabetized.</p>	<p>Page not completed.</p>

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Website Design Checkpoint Due Date: [A] _____ [B] _____	<input type="checkbox"/> Website layout is well organized and the content is presented in a clear manner that makes it easy to locate all important elements. Very few to no spelling/grammatical errors. <input type="checkbox"/> The Theme (Background, text format, and color usage) is thoughtfully chosen to enhance reader interest. <input type="checkbox"/> Correctly identifies/labels ALL pictures (uses captions with specific details)	Website layout is organized and the content is presented in a clear manner. Use of graphics and colors is mostly appropriate for the reader.	Website layout is somewhat organized and the content is presented in a clear manner. Use of graphics and colors is somewhat appropriate for the reader.	Website layout is somewhat disorganized and the content is presented in an unclear manner. Use of graphics and colors is somewhat appropriate for the reader.	Website layout is disorganized and the content is presented in an unclear manner. Use of graphics and colors is cluttered and confusing for the reader.	Page not completed.

★ Not sure what it should look like on your website? Check out an example by visiting this link: 5blue-example.weebly.com

Overall Grade: _____ / 35 = _____ %

Additional Teacher Comments: *You will be given about 70+ min per class session over a 3 week period to work on this assignment. If you are unable to complete checkpoints in class, you will need to work on it at home, visit your local library, ask to come in for lunch, etc. Remember to aim for "greatness" not "okness"! You can achieve that! If you are willing to work hard.*

To access your **weebly** account go to: <http://students.weebly.com> or use the **weebly** app.



The username is similar to your Google account (firstname–lastname). The password is your birthday – 8 digits – (daymonthyear). Teacher will notify you when you account is active. Please do not attempt to sign up until then.

Username	<input type="text"/>
Password	<input type="password"/>



★Refer to the rubric throughout the project! See an example here: 5blue-example.weebly.com



I. PAGE: Refer to rubric. This will be the first page visitors will see when viewing your website. You will need to write a well written, **DETAILED** summary about Mesoamerica. Look over the "Key Concepts" of this packet, the "Why We Remember" on p. 161 of your textbook and the "Focus on the Main Idea" on p. 162, 168, and 174 of your textbook for assistance. You must use your own words. You can also use the ideas listed below to help guide your written summary. Please do no plagerise from the textbook.

Lesson 1: Geography of Mesoamerica (choose one and focus on the main idea)

- Describe the location of Mesoamerica.
- List and describe major physical features of Mesoamerica.
- Name three important crops that Mesoamericans grew.
- Explain how the early people of Mesoamerica used the natural resources of the environment.
- Describe the influences of the climate and landscape on the Mesoamerican peoples.

Lesson 2: The Olmec and the Maya (choose one and focus on the main idea)

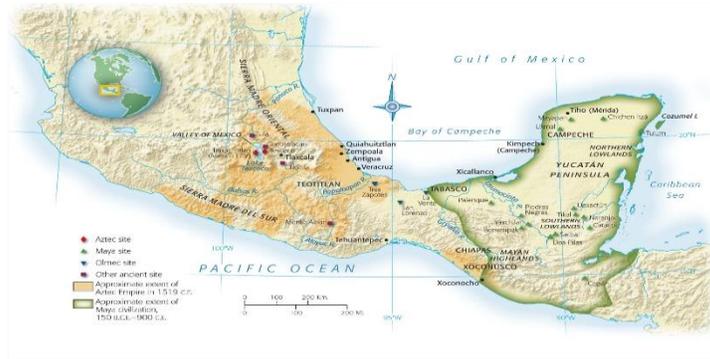
- Compare and contrast the Olmec and Mayan civilizations.
- Explain why the Olmec is called a "Mother Civilization."
- Explain why cenotes were important to the Maya.
- Explain how the Olmec and Mayan civilizations were organized.
- Explain why the Olmec people might be considered ancestors of the Maya.
- Describe significant contributions/accomplishments of the Olmec and the Maya.

Lesson 3: The Aztecs (choose one and focus on the main idea)

- Explain how the Aztec Empire developed over time.
- Locate and describe Tenochtitlan.
- Explain how the Aztecs used alliances to build their empire.
- Describe significant contributions/accomplishments made by the Aztec Empire.
- Explain why and how the Aztec Empire fell.

GEOGRAPHY

II. **PAGE:** Refer to rubric. Using your textbook, complete the following statements below using complete sentences. The map below will be located on Mr. Kath's website for you to use on your website. It's located in the "homework section."



Map of Mesoamerica

Describe the location of **Mesoamerica**. *Use the **Gazetteer** on p. R41 – R49 in the back of your textbook

Mesoamerica is...

List/name **AND** describe at least **4 major physical features** of Mesoamerica.
(Use the **Places** on p. 162/174 of your texbook and select **four** of the following:

- Sierra Madre Oriental, Sierra Madre Occidental, Gulf of Mexico, Yucatan Peninsula, Central Plateau, Plateau of Mexico, Valley of Mexico, Lake Texcoco, Central America Volcanic Arc, Valley of Oaxaca, Sierra Madre del Sur, Highlands of Mesoamerica, Pacaya Volcano, Lake Yojoa, Belize Barrier Reef*

***Use the Gazetteer in the back of your textbook or other given resources to find their descriptions**

- ---

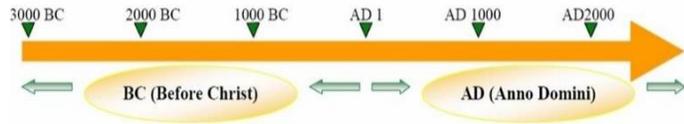
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TIMELINE

III. PAGE: Refer to rubric. Fill in the missing information using page 24 of your textbook or use page 10 of your in-class activity folder. This paragraph below is a review from Chapter 1 and does **NOT** need to be included on your website.



The letters *B.C.* stand for _____ . Sometimes these dates are labeled as *B.C.E.* which stands for “_____ the _____.”

The letters *A.D.* stand for the latin words _____ which means “_____.” Sometimes these dates are labeled as *C.E.* which stands for _____.

Some events take place at a general time. We then use the letter *c.* which stands for the *Latin term* _____ which means “_____.”

Fill in the major Mesoamerican events using the timelines on pages 168, 173, 174, and/or 180 of your textbook. The following 8 specific dates/events are already listed in sequential order!

1200 B.C. _____

300 B.C. _____

A.D. 250 _____

A.D. 900 _____

A.D. 1200 _____

A.D. 1325 _____

A.D. 1440 _____

A.D. 1521 _____

Find FOUR other major world events, NOT mentioned in Chapter 6 of your textbook, that were taking place between 1200 B.C – A.D. 1521. Remember, this was also the Age of European Exploration. Label ALL of your dates below either B.C. or A.D. On your website these dates/events will need to be placed in sequential order between the 8 events that were already given to you in order above.

*(*Hint: There is a timeline located in the back of your textbook on p. R31-R36; if there is no B.C. or A.D. written by the date, it is safe to assume it is A.D. It's currently A.D. 2018 but do we say it that way today?).*



● _____

● _____

● _____

● _____

VOCABULARY

IV. **PAGE:** Refer to rubric. Using your textbook glossary (p. R58 – R68), write the definition for the following terms. You will need to be able to alphabetize ALL 15 of these words/definitions on your website as you would see them in your glossary or a dictionary.

archaeologist: _____

agriculture: _____
1 _____

migrate: _____

plateau: _____

polytheism: _____

peninsula: _____

cenote: _____

theocracy: _____

aqueduct: _____

codex: _____

mercenary: _____

chinampa: _____

causeway: _____

alliance: _____

Include a word you found in the textbook that you didn't understand from Chapter 6. It can NOT be a vocabulary word highlighted above or a person / place. Write it's definition using a dictionary  or a Google search. Please provide the page number where you discovered your word in Chapter 6.

**Use pages 160 - 183*

_____ (p. _____): _____

***On your website this word and definition will need to be placed in alphabetical order between the 14 words/definitions that were already given to you out of order above. I would suggest numbering all 15 words prior to typing them onto your website. See agriculture (#1) which is where you should begin.**

CULTURE

V. PAGE: Refer to rubric. The purpose of this part of the project is to give you a little bit of control over what you study. First, you will choose a topic to study about Mexico or Central America (Guatemala, Belize, Honduras, Nicaragua, and Costa Rica). Then, you will develop a plan to learn more about this topic (books, internet, etc.). Finally, you will write a detailed paragraph that provides your classmates and the world an overview of the information that you have learned. Explain why you chose your topic, and why it is important to the culture. Use this as a chance to connect your own interests to the Social Studies topic – Mesoamerica (Mexico and Central America).

Since this is an "inquiry-based unit," your assignment is to choose a topic to research, and to begin thinking about it by completing the "K" and "W" sections of a KWL chart.

I would like to know more about...

Need some suggestions? Here you go...

Food, Farming, Homes, Traditional Clothing, Religious Beliefs of the ancient people of Mexico or Central America, Aztec civilization, Maya civilization, Olmec civilization, Toltec civilization, Lucha Libre, Charreada/Charrería, Mexican Art (or choose an artist like Frida Kahlo, Diego Rivera, José Clemente Orozco, David Alfaro Siquieros), Cantinflas, Haciendas, Holidays (Día de los Muertos, Independence Day, Cinco de Mayo, Las Posadas), Music, Dance, Legends and Stories from Mexico (like the Chupacabra), Our Lady of Guadalupe and Juan Diego (story), movies and TV shows (El Chavo del Ocho, etc.), Sports (fútbol, lucha libre wrestling, ulama, baseball, basketball, etc.)...and many more possibilities...

Now, fill out the KWL chart.

The "K" section is a place for you to list everything you already know about your topic.

The "W" section is a place for you to list everything you want to learn about your topic. (**at least 5 ?s**)

Leave the "L" section blank until you complete your research. I will ask you to finish it at the end of our unit once you have had time to research your chosen topic using at least **2** resources other than your textbook. Add these resources to your "Resources/Links" page of this template packet as you use them. At that time, you should be able to answer all of your "W" section questions. This is what you learned. You should be able to explain the significance of your chosen topic and why it is important to their culture. Please share and write away...

K ★ *I chose this topic because...*

**Write everything you know about this topic here:*

W ★ 1. Why is this topic important/significant to the culture of Mesoamerica?

2.

3.

4.

5.

L Answer to #1. above:

Answer to #2. above:

Answer to #3. above:

Answer to #4. above:

Answer to #5. above:

Do you have more information or cool stuff? Continue on a piece of loose leaf.

VI. RESOURCES/LINKS: Refer to rubric. Provide at least 2 more resources (books) and/or websites that pretains to content of the chapter. Search for books and websites that you find interesting and think others would like too. Your resources/websites should include a brief description like the example below. ... the example is your textbook by the way. You should type the textbook resource as listed below on the first four pages of your website (Home – Vocabulary). While you are researching your chosen topic, you will use additional resources and will type all of these remaining resources on your Culture page. At the bottom of your Home Page please type the following, "All images were found on Google. I do not own the rights to any images on this site." This will cover copyright laws. *NO Wikipedia or Ask !!! ...These are not great resources for a research project. Look for URLs with a domain that ends in .edu, .gov, .ac.uk, .co.uk OR .org for best results.

EX #1 ● Scott Foresman Social Studies: The World. Vol. 1. Pearson Education, 2008. pg. 160-183.
– Explore early civilizations and the modern world in this student-friendly world history textbook.



EX #2 ● <https://www.brainpop.com/socialstudies/worldhistory/mesoamerica/> ©1999-2017 BrainPOP.
– BrainPOP content includes kid-friendly movies, quizzes and games for various subjects such as social studies.

● *URL Address OR Title of Book:

*Name of Website OR Author of Book:

*Brief Description:

● *URL Address OR Title of Book:

*Name of Website OR Author of Book:

*Brief Description:

● *URL Address OR Title of Book:

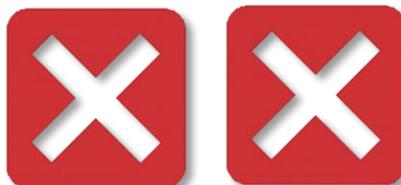
*Name of Website OR Author of Book:

*Brief Description:

...consequences exist

I hope that you use this project as a fun opportunity to learn more about a topic of interest to you. However, if you are clearly not keeping up with the research (**two strikes**), you will be removed from the project and given another assignment to complete... one that is not your own choosing.

Make the most of your opportunities here at school and come to class prepared!



Nombre: _____ Periodo _____



Reflection: Complete the following using specific details and complete sentences.

1. **Using your rubric**, grade your effort at meeting the project's requirements (circle):

Home	Geography	Timeline	Vocabulary	Culture	Resources	Web Design
5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0

Total _____ / 35

2. What information about Mesoamerica did I learn that was new to me? **Please be VERY specific & DETAILED.**

3. Was completing the project easy OR difficult for me? Why? **Please be VERY specific with the reason.**

4. Would I recommend doing this project again? Why OR why not? **Please be VERY specific with the reason.**

5. During presentations, one website I totally liked was created by _____.

I liked their website because _____
